

Unit Title: What are the Rules? Week(s): 6 Touch Point: 1		Module: Social Capital Grade: 7
Objectives: SWBAT define rules and explain the need for rules. SWBAT justify the need for different rules based on setting. SWBAT differentiate the characteristics of academic, professional, and social setting.		
Key Points: <ul style="list-style-type: none"> Rules are usually based on finding a way to help people. Rules are not always bad. Rules are not set by one person. We are all a part of society. There are personal, professional, and academic settings. 		Proof of Touch Point Mastery: When the lesson is over, what will you have to prove students learned the material?
Vocabulary:		
3-5 minutes	Do Now: Quick introductory independent work	
Set up/Framing (7-15 minutes)	Hook: Draw students in with a story, connect to their lives, connect to a past lesson or student work	
	Modeling: Walk students through the objective; think aloud; give non-examples and their corrections; possible sentence stem: "Today I am going to show you..."	
	Active Engagement/Initial Check for Understanding: This will get students involved in the lesson and be a way for teacher to gauge understanding before sending students to independent work Examples: turn and talk/think-pair-share, pulse check (thumbs up/thumbs middle/thumbs down, show on your face how you feel), answer questions on wipe-off boards/slates, secretly answer questions (eyes closed with your fingers, thumbs up/down to your chest)	
	Link: Set students up for the work they will be doing independently and the reason the lesson objectives are important in their lives; Possible sentence stem: "Today and everyday..."	
Independent Work: Lesson Activity; the bulk of the lesson		

6to16

Homework:

To Prepare: